Victoria Road Primary School

Year Three - Science Knowledge and Skills

As a Year 3 Scientist I will know…

Rocks compare and group together different kinds of rocks on the basis of their appearance and simple physical properties Use Mohs' Scale of Hardness and talk about rocks they know e.g. diamonds, chalk, coal. recognise that soils are made from rocks and organic matter. Explain why the soil is in layers how fossils are formed when things that have lived are trapped within rock	**Animals inc. Humans** identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat identify that humans and some other animals have skeletons and muscles for support, protection and movement	**Forces and Magnets** that a push and a pull are contact forces. things move differently over a variety of surfaces. that magnets only attract objects made from some metals. the difference between contact and non-contact forces. what will happen when poles are put together.
Light recognise that they need light in order to see things and that dark is the absence of light notice that light is reflected from surfaces recognise that light from the sun can be dangerous and that there are ways to protect their eyes recognise that shadows are formed when the light from a light source is blocked by an opaque object find patterns in the way that the size of shadows change	**Plants** identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant investigate the way in which water is transported within plants.explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal	

As a Year 3 Scientist I can…

Working Scientifically

- ask relevant questions and using different types of scientific enquiries to answer them
- set up simple practical enquiries, comparative and fair tests
- make systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers
- gather, record, classify and present data in a variety of ways to help in answering questions
- record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables
- report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions
- use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions
- identify differences, similarities or changes related to simple scientific ideas and processes
- use straightforward scientific evidence to answer questions or to support their findings.